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ABSTRACT

This monograph, the third in a series of documents dealing with educational accountability, contains a compilation and an analysis of goal statements available from State departments of education on the direction of public education in America as reflected in State goals. Learner outcome goals are classified under the areas of (1) basic skills; (2) cultural appreciation; (3) self-realization; (4) citizenship and political understanding; (5) human relations; (6) economic understanding; (7) physical environment; (8) mental and physical health; (9) creative, constructive, and critical thinking; (10) career education and occupational competence; (11) lifelong learning; and (12) values and ethics. The report also discusses process goals--statements related to educational programs and instructional methods for facilitating the attainment of learner outcome goals and institutional goals--organizational structures, management capabilities and financial support for implementing process and learner outcome goals. Related documents are EA 004 717 and EA 004 719. (Author/JF)

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EDUCATION IN FOCUS:

A COLLECTION OF STATE GOALS FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION

Prepared by
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State Education Accountability Repository
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PREFACE

An increasing number of states have sought to redefine, develop and establish educational goals and objectives for elementary and secondary schools. The expression of these goals is as varied and interesting as the techniques employed to attain them. Collectively, therefore, the goals of thirty-five states form an impressive document relevant both to the professional educator and to the interested citizen.

Beyond this general interest, goals hold even greater significance in the context of educational accountability. They are, in fact, the heart of an accountability program and provide the basis for all else that follows. Goals, when developed through the cooperation of educators and citizens, first serve to communicate clearly the responsibilities and purposes of education. These broad purposes, when further translated into performance objectives, are the standards against which the present status of educational needs can be determined. Changes in program emphasis through reallocation of human, physical and financial resources in meeting these needs then can be systematically initiated in light of the explicit purposes they are intended to serve. Finally, it is by reference to stated goals and objectives that progress in educational attainment can be most meaningfully reported to all groups and individuals concerned with education.

The State Educational Accountability Repository (SEAR), a component of the Cooperative Accountability Project, has gathered the states' current goal statements, classified them for comparative purposes, and, in time, will provide for the inclusion of additional goals as they are adopted or revised by individual states.

The procedure for presenting the goals consisted of examining all goal statements, identifying broad goals categories and then more specific subcategories, and finally listing each goal statement under an appropriate heading. In the broadest classification, each goal statement was placed under one of three headings:

Learner Outcome Goals
Process Goals
Institutional Goals.

Although goals may be variously classified, these categories seemed most appropriate in encompassing the diversity of statements. *Learner Outcome Goals* are concerned with what the student should be able to demonstrate in terms of knowledge, skills, abilities and attitudes at some point in time during his formal school experiences. *Process Goals* refer to statements related to educational programs and instructional methods appropriate for facilitating the attainment of Learner Outcome Goals. Finally, under the heading of *Institutional Goals* were placed those statements pertaining to organizational structures, management capabilities and financial support necessary for implementing both Process and Learner Outcome Goals. The several subcategories under each of these main headings were suggested by common topics used by several states in specifying broad areas of educational concern.

The specific goal statements in this document represent a comprehensive listing of the states' educational goals. Instances in which a goal statement of one state was found to be identical to, or substantially the same as, a goal statement of another state, only one was included. The source of each goal is identified by state. Some state educational goals were preceded by a "philosophy" or "rationale" of one or more paragraphs. The varied nature of these statements made it difficult to include them in this publication. Occasionally, liberty was taken to condense a long introductory statement to its essential meaning.

It is hoped that both professional educators and interested citizens will find this publication useful in their attempts to promote greater understanding of the missions and responsibilities of public education.

Jack G. Schmidt, Director
Alan Zimmerman, Research Analyst

STATE EDUCATIONAL ACCOUNTABILITY REPOSITORY

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A CLASSIFICATION OF EDUCATIONAL GOALS

To familiarize the reader with the classification system employed, the following listing of the goal areas selected, along with a brief description of the types of goals these areas encompass, is presented here.

LEARNER OUTCOME GOALS

Goal Area-*Basic Skills.* Included in this area are goals related to:

a. Functioning competently in today's society.
b. Communicating effectively. (e.g. Reading, writing, speaking, listening, viewing, etc.)
c. Computational operations. (e.g. Mathematical conceptualization, problem-solving, data collection, etc.)
d. Sciences, arts and humanities. (e.g. Natural sciences, social sciences, fine arts, music appreciation, etc.)

Goal Area–*Cultural Appreciation.* Included in this area are goals related to:
a. Knowledge of major art, musical, literary, and drama forms.
b. Appreciation of the historic and cultural heritage.
c. Appreciation of beauty.

Goal Area–*Self-Realization.* Included in this area are goals related to:
a. Self-esteem, self-worth, self-respect, and personal dignity.
b. Self-understanding, self-evaluation, self-direction and self-development.

Goal Area–*Citizenship and Political Understanding.* Included in this area are goals related to:
a. Responsible citizenship in an individual's social, economic, and physical environment.
b. Knowledge about political systems with an emphasis on democratic institutions.
c. Participation in the American political process.

Goal Area–*Human Relations.* Included in this area are goals related to:
a. Recognizing and respecting other social, cultural, and ethnic groups.
b. Understanding one's relationship to his ecological, physical, economic, and social environment.
c. Respect for the community of man and its laws.
d. Home and family relationships.
e. Involvement in the home community and society in general.

Goal Area–*Economic Understanding.* Included in this area are goals related to:
a. Consumer knowledge.
b. Tax structures and obligations.
c. Understanding the American economic system.
d. Money management.

Goal Area–*Physical Environment.* Included in this area are goals related to:
a. Awareness of one's relationship in his physical environment.
b. Preservation and wise use of resources.
c. Understanding the effects of technology and the population growth on the environment.

Goal Area–*Mental and Physical Health.* Included in this area are goals related to:
a. Good health habits and the conditions necessary for physical and emotional well-being.
b. Understanding the physical and health problems caused by drug addiction and other personally harmful activities.
c. Sound community health practices.
d. Understanding body processes and functions.
e. Development of physical fitness through physical activities.
f. Knowledge of safety principles and practices.
g. The wise use of leisure time.

Goal Area–*Creative, Constructive, and Critical Thinking.* Included in this area are goals related to:
a. The logical processes (e.g. Research, analysis, evaluation, etc.)
b. Development of individual creative talents.

Goal Area–*Career Education and Occupational Competence.* Included in this area are goals related to:

a. Developing work skills.
b. Developing awareness of work opportunities.
c. Occupation selection.
d. Post-secondary education. (e.g. College-oriented training, development of vocational school-oriented skills.)
e. Actual occupational training.

Goal Area–*Values and Ethics.* Included in this area are goals related to:

a. Personal, cultural, moral and ethical values.

PROCESS GOALS

Goal Area–*Educational Environment.* Included in this area are goals related to:

a. Providing an environment that allows an individual the opportunity to reach his maximum potential.

Goal Area–*Community Involvement.* Included in this area are goals related to:

a. Community support and involvement.
b. Student involvement.
c. Parental participation.

Goal Area–*Student Development.* Included in this area are goals related to:

a. Grade placement.
b. Teaching philosophy.

Goal Area–*Student Involvement in the Community.* Included in this area are goals related to:

a. Student activities in the community and in the school system.

INSTITUTIONAL GOALS

Goal Area–*Providing Equal Educational Opportunities.*

Goal Area–*Designing and Implementing Instructional Programs.*

Goal Area–*Organizational Efficiency.*

Goal Area–*Facilitating Communication Among Educators.* Included in this area are goals related to:

a. Assisting local educational agencies in identifying and solving problems through continuous communications with each other.
b. Improving communication between schools and the public.

Goal Area–*Teacher Quality.* Included in this area are goals related to:

a. Concern for teacher quality.
b. Improving teacher education and certification practices.

Goal Area–*Allocation of Financial Resources*

Goal Area–*Accountability.*

Goal Area–*Educational Research, Development, and Evaluation.*

LEARNER OUTCOME GOALS

GOAL AREA–*BASIC SKILLS*

– To ensure that each student completing his elementary-secondary school program is able to apply appropriate knowledge, skills and attitudes to real and projected school and community situations and problems.

Maryland

– Education helps each student to acquire competence in using the fundamental learning skills and to acquire basic knowledge needed for participation in today's society.

Virginia

– Each child increases his ability to understand himself and to function in his environment.

Connecticut

– Education enables the individual to develop skills and attitudes and acquire knowledge necessary for successful functioning as an individual and in society.

New York

– To ensure that each student completing his elementary-secondary school program has a fundamental knowledge.

Maryland

– To develop skills in communication, including speaking, listening, reading, writing, and viewing.

Rhode Island

– Competence in the use of the fundamentals of learning and communications.
Develops ability to comprehend ideas through reading and listening.
Develops ability to communicate ideas through writing and speaking.
Develops ability to handle mathematical operations and concepts.

Tennessee

– Education should assist every individual to acquire skills in speaking, listening, reading, writing, and arithmetic.

Arizona

– Education should develop in each learner the basic skills needed for communication, perception, evaluation and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

Massachusetts

– To assure that each student acquires, to the fullest extent possible, the basic skills, of speaking, writing, listening, computing and thinking.

Hawaii

– Students should master the basic skills of reading, communication, computation, and problem solving.

Illinois

– Each student should select appropriate resources and logical processes in solving problems.

Nebraska

– Computation–To develop mathematical understandings and skills which will enable the learner to solve problems involved in quantitative situations such as personal and family finance and time and space relationships.

Wyoming

– Communication–To develop abilities to listen, speak, read, and write effectively in situations the individual will meet in daily life in order that he may gain ideas from others and convey his ideas to them.

Wyoming

– Public schools should help every student to acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.

New Jersey

– Communication and Learning Skills. All students shall acquire, to the extent of their individual physical, mental, and emotional capacities, a mastery of the basic skills required in obtaining and expressing ideas through the effective use of words, numbers, and other symbols.

All students shall achieve a working knowledge of reading, writing, speaking and arithmetic during the elementary school year, accompanied by gradual progress into the broader fields of mathematics, natural science, language arts and the humanities.

Florida

– Proficiency in the use of modes of communication.

Utah

– Students should demonstrate, appropriate to their educational level and personal objectives, communication skills which include:

Writing– an ability to write, displaying preferred grammar usage, spelling, and syntax;

an ability to write, demonstrating legible cursive writing;

an ability to write clearly and effectively for social, scholastic, and occupational communication and for creative expression.

Listening– an ability to react and respond to thoughts of others, to ask questions, to listen attentively, to follow directions, and to gain information by listening;

an ability to comprehend and make inferences from what they have heard;

an ability to listen critically to what they have heard.

Speaking– an ability to participate in discussion;

an ability to logically organize thoughts, information, ideas, and feelings;

an ability to speak, demonstrating:
a) preferred grammar usage and syntax,
b) clear enunciation,
c) vocabulary and ideas appropriate for educational level.

Reading–
an ability to recognize words, demonstrating a knowledge of phonics and word structure;

an ability to read aloud with preferred pronunciation and intonation;

an ability to read with comprehension, demonstrating recognition of word meanings, understanding of interrelationship of ideas, and remembering information;

an ability to interpret what they have read by making inferences and by demonstrating knowledge of literary devices;

an ability to display appreciation and enjoyment of reading.

Kansas

– Education must assure the acquisition of basic communication, computation, and inquiry skills to the fullest extent possible for each student. These basic skills fall into four broad categories: (1) the ability to comprehend ideas through reading and listening; (2) the ability to communicate ideas through writing and speaking; (3) the ability to handle mathematical operations and concepts; and, (4) the ability to apply rational intellectual processes to the

identification, consideration and solution of problems. Although the level of performance that can reasonably be expected in each of these areas will vary from person to person, the level of expectation of each individual must be accurately assessed. Continual evaluation of his aptitudes, abilities, and needs must be undertaken. Every effort must be made to afford each individual the opportunity for mastery which he needs to pursue his chosen goals to the point of program entrance and beyond.

Michigan

– Each student acquires the skills of doing (computation, reading, intellectual, artistic, or physical performance) which produce satisfying participation in worthwhile human activities.

Colorado

– Command of the basic educational skills is essential if an individual is to responsibly participate in and contribute to a free democratic society. Thus, it shall be a goal of education that each individual be provided the instruction and related services needed for him to acquire the basic academic skills (reading, writing, speaking, listening and arithmetic computations) which are appropriate for his developmental maturity and which will facilitate the progression of learning.

Ohio

– Quality education should help every child acquire to the fullest extent possible for him, mastery of the basic skills in the use of words and numbers.

Pennsylvania

– To provide experiences that assist all individuals to develop a sensoral literacy, an education of the senses as well as the intellect.

Rhode Island

– Quality education develops in all learners skill in problem solving through observing, listening, speaking, reading, writing, investigating, analyzing and evaluating.

New Mexico

– Schools must help each individual to acquire a broad variety of concepts and skills, with early emphasis upon those fundamental to further learning.

Maine

– All students shall demonstrate interest in learning and an ever increasing ability to learn.

Colorado

– Developing attitudes and competencies which facilitate learning.

Utah

– To ensure that each student completing his elementary-secondary school program has a command of the learning skills.

Maryland

– All students shall develop an acceptable level of proficiency in learning skills (i.e., reading, writing, speaking, computation).
Students shall develop an increasing proficiency in the use of learning skills beyond minimal levels in accordance with their mental, physical, and social ability.

Colorado

– The GOAL of learning skills includes:

Having communications skills:

Oral and written expressions,
Reading and symbols of language, mathematics, science, etc.

Kentucky

– Knowledge of the traditionally accepted fundamentals, such as reading, writing and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history, English and other languages as they progress through the upper grades. These should be accompanied by a wide variety of optical courses.

Texas

– Each student should develop attitudes and competencies which facilitate learning.

Each student should develop a strong motivation to learn and to continue to learn.

Each student should develop his intellectual capacity to the limit of his ability.

Each student should develop the ability to follow directions.

Each student should develop orderly study habits.

Each student should develop powers of objective observation.

Each student should learn to study independently.

Each student should develop the ability to define problems, evaluate them, and offer solutions.

Each student should develop a capacity for abstract thinking.

Each student should develop discipline and self-control by being given the opportunity to make choices and to make mistakes in a supportive environment.

Each student should learn to act under conditions of uncertainty and to adapt to new situations.

Each student should develop a concept of change and its role in influencing all aspects of present and future expectations.

Delaware

– The GOAL of an appropriate knowledge base includes:

Having an understanding of:

Methods of collecting information in the various learning disciplines (science, social science, mathematics, fine arts, et cetera).

Structures of the various learning disciplines. Information in the various disciplines.

Understanding one's self in relation to:

Capabilities
Limitations
Interests
Prejudices

Kentucky

– Each student should acquire a mastery of the basic skills required for obtaining and expressing ideas through effective use of words, numbers and symbols.

Each student should develop reading skills adequate to provide comprehension by him of various types of reading materials, such as books, newspapers, magazines.

Each student should develop the ability to write clear, concise, readable prose.

Each student should develop the ability to formulate ideas through reading and listening.

Each student should develop the ability to speak well through thoughtful organization and choice of materials, correct language usage, articulation, and pronunciation.

Each student should develop an understanding of concepts and techniques of contemporary natural science.

Each student should develop an understanding of mathematical concepts, and the ability to perform mathematical operations.

Each student should develop an understanding of the basic principles of the behavioral sciences.

Delaware.

– The individual . . .

possesses the ability to read, speak, write and listen;

possesses knowledge and understanding of mathematics;

possesses an understanding of the structure of language and is able to use this and other skills to communicate feelings, ideas and information;

possesses the ability to analyze, synthesize, draw conclusions, make decisions and secure information from a wide variety of sources;

understands and accepts the relationships of rights and responsibilities;

possesses a knowledge, understanding and appreciation of, and exhibits an interest in, science and the role of science in our society;

possesses the ability to make responsible decisions regarding the use of time.

Georgia

– Each Child Learns To Communicate Effectively.

Each child reads and Understands materials appropriate for his age and experience.

Each child reads and Analyzes materials appropriate to his age and experience.

Each child Makes Judgments concerning what he has read appropriate to his age and experience.

Each child develops an Interest in, and Enjoys reading.

Each child Locates and Uses printed information essential for the decisions he has to make.

Each child expresses himself in writing adequately in a social situation.

Each child expresses himself in writing adequately in a business or vocational situation.

Each child expresses himself in writing adequately in a scholastic situation.

Each child appreciates the value of writing.

Each child Understands materials that he hears appropriate to his age and experience.

Each child Distinguishes Fact from Opinion in what he hears.

Each child Accepts the Variety of English used for communication in different situations.

Each child when speaking Uses Appropriate English at will.

Each child Relays oral messages Accurately.

Each child accepts the Worth of different dialects, accents, and other languages as a valid means of communication.

Each child acquires the skill necessary to communicate in at least one other language other than his own.

Each child learns to use and Interpret modern means of communication.

Connecticut

Each Child Applies His Accumulated Knowledge and Skills to Present Day Living.

Each child demonstrates knowledge of mathematical facts, definitions, and symbols.

Each child performs mathematical tasks s uccessfully.

Each child understands the concepts and Principles of mathematics.

Each child uses mathematics essential for every day living with Confidence and Accuracy.

Each child demonstrates a knowledge of scientific facts.

Each child demonstrates an understanding of the investigative nature of science.

Each child demonstrates a knowledge of scientific concepts and principles.

Each child is able to perform a piece of music.

Each child is able to read standard musical notation.

Each child listens to music with understanding.

Each child recognizes and accepts art as a realm of experience.

Each child participates in activities related to art.

Connecticut

– Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts.

Pennsylvania

– Appreciation of the scientific attitude and skill in the use of scientific problem-solving method.

Knows basic science facts.

Develops skill in recognizing and defining problems.

Develops skill in identifying alternative solutions to problems.

Develops skill in choosing alternatives.

Develops skill in implementing the chosen alternative solution.

Develops skill in evaluating the results of his actions.

Tennessee

– Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts.

Pennsylvania

– Meeting the Demands of a Scientific and Technological Change.

Each student demonstrates an understanding of basic mathematical concepts commensurate with his school grade or placement and planned educational programs.

Each student exhibits accuracy and a command of the basic computational skills.

Each student exhibits the ability to use the scientific method in his daily life with increasing sophistication.

Each student exhibits an awareness of the tentativeness of hypotheses and the need for reevaluation of evidence.

Each student exhibits an awareness of the accellerating pace of change resulting from scientific discoveries and technological applications.

Each student demonstrates an awareness of the vastness of scientific knowledge and the need for increasing specialization in preparation programs for scientists and technicians.

Each student has a planned program for his further development of scientific and technological skills commensurate with his vocational plans.

West Virginia

– To make certain that individual students acquire an understanding and appreciation of the roles of science and technology in improving our way of life.

Hawaii

– Natural and Scientific Environment–To provide opportunities to explore concepts of the natural world, to appreciate and utilize the wonders of the universe, and to understand the scientific method which involves the mastery of scientific and mathematical principles.

Wyoming

– Education must provide on a continuing basis, to each individual, opportunity and encouragement to gain knowledge and experience in the area of the natural sciences, the social sciences, the humanities, and the creative and fine arts so that his personal values and approach to living may be enriched by these experiences.

Michigan

– Fine and Practical Arts–To encourage individuals to grow in appreciation and enjoyment of music, art, literature, and crafts through participation and/or creation in these media even though all cannot expect to become skilled artists or craftsmen.

Wyoming

– Education should assist every individual to acquire an understanding of art, music, literature, and drama in order to enjoy life and meet his leisure and vocational needs.

Arizona

–Public schools should help every student to acquire a stock of basic information concerning the principles of the physical, biological, and social sciences, the historical record of human achievements and failures, and current social issues.

New Jersey

– Students should acquire, appropriate to individual progress, mathematics skills which include the following:

the ability to transpose a verbal presentation of mathematical processes (oral or written) into symbolic form (One example of this is to be able to solve "word problems.");

the ability necessary to interpret the results of mathematical operations done by others, including graphs and other pictorial presentations;

the concept of data processing, including data collection methods and how computers work;

the insight that the operations and relations in mathematics form an abstract, logical system and that each part of the system has applications to several concrete situations.

Kansas

– All Kansas students should be familiar with methods of scientific inquiry.

Kansas

– As a result of the process of education, each student should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

Washington

– Normal students enrolled in the public schools of the District of Columbia shall be taught with respect for their individual differences and shall acquire the basic skills in reading and mathematics at a rate consistent with the achievement levels reflected on a normal distribution curve of achievement.

District of Columbia

– Each student in the state has the opportunity to acquire the confidence of knowing what is useful, relevant, and meaningful for him.

Colorado

– Each child recognizes the major achievements and contributions made by past and present civilizations.

Connecticut

– The individual possesses knowledge, understanding and appreciation of his heritage.

Georgia

– Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.

Massachusetts

– Every student in Kansas schools, under the guidance of well-qualified teachers, should have organized learning experiences in the humanities (defined as a study of the interrelationship of the arts and the humanizing influence of man's struggle to recreate his inner self in some observable art form and in verbal language).

Kansas

– Every student in Kansas–elementary, secondary, and higher education–should have planned learning experiences in developing facility in arranging ideas, detecting fallacies and discrepencies, and relating ideas so as to arrive at defensible individual conclusions and solutions.

Kansas

– Every student in Kansas schools, both elementary and secondary, should be provided organized learning experiences in one or more of the arts under the guidance of teachers as well-qualified in these subjects as other teachers are in their academic subjects.

Kansas

– Kansas students should have available the physical facilities, instructional media, staff, and information necessary to make use of all organized learning experiences in the arts and independent thinking.

Kansas

GOAL AREA–*CULTURAL APPRECIATION*

– Individuals benefit from use of cultural resources.

New York

– Aesthetic and Cultural Appreciations. All students shall develop understanding and appreciation of human achievement in the natural sciences, the social sciences, the humanities and the arts.

All students shall acquire a knowledge of major arts, music, literary and drama forms, and their place in the cultural heritage.

All students shall be active in one or more fields of creative endeavor, and develop skills in the creative use of leisure time.

All students shall acquire competence in the critical evaluation of cultural offerings and opportunities.

Florida

– Public schools should help every student to acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the esthetic expressions of other people.

New Jersey

– Each Child Accepts Learning As A Lifelong Continuing Process of Self-Development:

Each Child develops a continuing interest and participation in literature.

Each child knows about the musical resources of his community and seeks musical experiences.

Each child recognizes and accepts art as a type of communication.

Each child participates in activities related to art.

Connecticut

– All students shall, according to their ability and interest, enjoy a variety of experiences in the cultural arts (art, drama, music, literature, etc.)

Students shall demonstrate an increasing appreciation for a proficiency in the cultural arts.

Colorado

– Increasing the Cultural Development of the People in the State:

Each student exhibits an appreciation of the importance of the arts.

Each student participates in one or more of the performing arts.

Each student uses the natural and man-made cultural resources of the State and his community.

Each student who plans to enter higher education achieves fluency in at least one foreign language.

Each student demonstrates an awareness of the importance of cultural and recreational facilities to his community.

Each student demonstrates an awareness of the importance of cultural and recreational facilities to his community.

West Virginia

– Schools should help every individual to develop appreciation of his historical and cultural heritage.

Maine

– The individual possesses knowledge, understanding, and appreciation of his heritage.

Georgia

– Education helps every student to appreciate beauty and to understand its contribution to daily life.

Virginia

– Appreciation of beauty in all aspects of living.

Develops knowledge of the cultural contributions.

Develops appreciation of our natural surroundings.

Develops the ability to enjoy aesthetic expressions of others.

Develops creative self-expressions (beauty) through music, art, and writing.

Tennessee

– Satisfying aesthetic needs and enjoying wholesome leisure.

Utah

– Education must help every student develop appreciation of beauty, natural and man-made.

Maine

– A knowledge of inter-relationships of nature and the cultural arts and the ability to utilize all of the senses both to make aesthetic judgments about the total environment and to enrich his own life.

Utah

– Each student should appreciate the wonders of the natural world, man's achievements and failures, his dreams and capabilities.

Washington

GOAL AREA–*SELF-REALIZATION*

– Self-Study and Self-Direction–To enable pupils to work in various activities which will make use of their individual interests, aptitudes, needs, and skills. In order to direct one's own activities he must understand his own strengths and weaknesses. Adequate growth in this trait implies individual initiative in getting action started and the assumption of responsibilities expected of a citizen in a democratic society. It further implies the wise use of leisure time and worthy membership in the home, community, state, nation, and the erer-shrinking world.

Wyoming

– Education should assist every individual to acquire an understanding of himself.

Arizona

– The individual possesses an understanding of and respect for himself-his abilities, interests, values, aspirations, limitations and uses this understanding to set personal goals.

Georgia

– Self-understanding and acceptance. Full education should help every individual acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

Nevada

– Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.

Rhode Island

– Students should achieve competence and motivation for continuing self-evaluation, self-instruction, self-esteem and adaptation to a changing environment.

Texas

– Quality education fosters in each individual a positive image of himself through the development of self-respect, self-discipline, self-analysis, and self-improvement.

New Mexico

– Quality education develops in each individual competence to understand and function effectively in a rapidly changing world.

New Mexico

– All school districts should provide activities to help all students become aware of their academic abilities, social experiences for the students to become aware of their abilities to function within their social groups, and vocational

experiences for the students to become aware of their particular occupational abilities, interests, and potentialities.

Kansas

– Each Child Accepts Learning As A Lifelong Continuing Process of Self-Development.

Each child has the motivation to achieve at his level of age and ability.

Each child recognizes and accepts his strengths and weaknesses and develops his personal goals accordingly.

Each child acquires self-direction in his learning activities.

Connecticut

– All students shall show evidence of self concept which recognizes their individual strengths and weaknesses and a realistic understanding of the strengths and weaknesses of others.

Students shall show evidence of an increasing appreciation of their own abilities without infringing on the rights of others.

Utah

– Public schools should help every student to develop an understanding of his/her own worth, abilities, potentialities and limitations.

New Jersey

– Schools must help every individual to develop the capacity to discipline himself in his work, in his study, in his recreational activities and in his physical appetites.

Maine

– Schools must help every individual to develop his ability to work independently.

Maine

– Schools must help every individual to ascertain his strengths and weaknesses so that he may develop realistic aspirations.

Maine

–All students shall develop competence and motivation for continuing self-evaluation, self-instruction and adaptation to a changing environment.

Florida

–Individuals should be encouraged to develop a sense of responsibility.

Vermont

–Education helps each student to acquire a sense of personal worth and dignity.

Virginia

–Each student should recognize his own personal worth and dignity and that of every individual.

Nebraska

–Each student should acquire appreciation of his own worth as a human being.

Each student should develop an understanding of himself.

Each student should develop a positive self-image and a sense of belonging.

Each student should be given freedom to experiment as well as freedom to be conventional.

Delaware

– Each student acquires the capability of being a worthy person in his relationship with others and with himself.

Colorado

– Students should demonstrate a feeling of adequacy and self-worth.

Illinois

– Education must respond to each person's need to develop a positive self-image within the context of his own heritage and within the larger context of the total society. The development of a positive self-image will enhance the individual's ability to fruitfully determine, understand, and examine his own capacities, interests, and goals in terms of the needs of society.

Michigan

– To ensure that each student completing his elementary-secondary school program shows evidence of possessing an inquiring attitude and the capability for self-development and self-direction.

Maryland

GOAL AREA – *CITIZENSHIP AND POLITICAL UNDERSTANDING*

– Public schools should help every student to become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country, and the world.

New Jersey

– Education should assist every individual to acquire attitudes of responsible citizenship in his social, economic, and physical environment.

Arizona

– Quality education develops an understanding of the responsibilities of good citizenship and inspires loyalty and respect for the ideals of our democratic society.

New Mexico

– Each student should understand and respect a variety of governmental systems, and be prepared to participate in his own.

Nebraska

– Each Child Develops The Skills, Knowledge, and Values Necessary For Responsible Citizenship.

Each child knows the main structure and functions of our government.

Each child recognizes certain values and beliefs as important to the democratic way of life.

Each child develops a reasoned commitment to the values that sustain a free society.

Each child participates in activities which involve the democratic processes.

Each child shows concern for the welfare and dignity of others.

Each child supports the rights and freedom of all individuals.

Each child acquires the skills necessary to adapt and adjust to living in a democratic society.

Each child is aware of the problems of international relations.

Each child develops an Appreciation for Good Workmanship.

Each child desires to become a productive citizen.

Each child develops an awarenss of the functions of labor and management in the economy.

Each child develops a personal commitment to maintain order and discourage disorder.

Connecticut

– The GOAL of functioning effectively as a citizen includes:

Having attitudes of cooperation for the betterment of one's community, society, and environment.

Understanding the necessity for organized social and political organizations.

Understanding the interdependence of the individual's rights and responsibilities in a democracy.

Kentucky

– All students shall demonstrate proficiency in operating in a democratic situation in a manner appropriate to their age and ability.

Students should demonstrate increasing understanding of and appreciation for the democratic process.

Colorado

– Developing an appreciation for and performing responsibilities of citizenship.

Utah

– Citizenship Education. All students shall acquire and continually improve the habits and attitudes necessary for responsible citizenship.

All students shall acquire knowledge of various political systems with emphasis on democratic institutions, the American heritage, the contributions of our foreign antecedents, and the responsibilities and privileges of citizenship.

All students shall develop the skills required for participation in the processes of public and private political organizations and for influencing decisions made by such organizations, including competence in judging the merits of competing political ideologies and of candidates for public office.

Florida

– Knowledge about comparative political systems with emphasis on representative democratic institutions and practices both as they ought to be and also as they actually function, the American heritage and the responsibilities and privileges of citizenship.

Rhode Island

– Citizenship and Political Understanding and Competence.

Knowledge about comparative political systems with emphasis on democratic institutions, the American heritage and the responsibilities and privileges of citizenship.

Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.

Competence in judging the merits of competing political ideologies and candidates for political position.

Texas

– All students shall demonstrate a knowledge of and appreciation for a democratic form of government.

Students shall demonstrate an increasing competence to participate in the democratic decision-making process.

Colorado

– Development of an interest in citizenship involvement in public affairs, and skill for participating in the processes of public and private political organizations.

Rhode Island

– To train students in civic education by continuous actual participation throughout the entire educational experience.

Rhode Island

– The individual . . .

understands the structure and functions of local, state and national government;

understands and accepts the responsibilities and privileges of American citizenship;

possesses a commitment to law and understands the processes and purposes of law and the American judicial system;

possesses knowledge and understanding of international relations;

understands freedom as the right to make choices within the framework of concern for the general welfare;

understands the citizen's role in decision-making processes of American government and politics;

is committed to the values defined in the Bill of Rights;

knows and understands concepts of taxation;

possesses knowledge and understanding of current political issues;

considers public office as a public trust;

understands how public education is administered;

is committed to the concept of accountability for the use of public resources;

knows how to secure and utilize community services;

respects the offices of appointed and elected officials;

seeks opportunities to participate in the governmental processes.

Georgia

– To ensure that each student completing his elementary-secondary school program demonstrates through positive action, an understanding of and a concern for the problems of society.

Maryland

– Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

Massachusetts

– Competence in the practice of civic skills.

Knows how to register for voting and to vote.

Knows principles of judging political statements and philosophies.

Obeys basic rules of his school and community.

Shows concern for the well-being of others like and unlike himself.

Knows principles of working in an organization for constructive political and social action.

Knows his legal rights and responsibilities as a student and as a citizen.

Respects personal and public property.

Commits himself and shows loyalty to legitimate groups whose cause is real to him.

Communicates his concerns to his elected representatives.

Tennessee

– Schools must help each individual to develop an awareness of his own civic privileges and responsibilities.

Maine

– Strengthening the Democratic Process.

Each student discharges his responsibilities as a school and community citizen (obeys rules and laws, supports law enforcement and improvement, participates in school and community improvement programs).

Each student demonstrates an awareness that freedom is relative and carries with it responsibilities.

Each student is an active participant in the student government of his school.

West Virginia

– The exercise of responsible citizenship is the responsibility of each individual in a democracy, demonstrated through an understanding for and active participation in the democratic process. Thus, it shall be a goal of education to assure each individual, at each step of his educational experience, the opportunity to learn the basic fundamentals and concepts of democracy and provide for the application of such concepts through student self-government activities. Such activities will further afford each student the opportunity to serve, lead, vote, question and appeal decisions related to such self-government activities and processes.

Ohio

– Each student should know the basic principles of the American democratic heritage.

Washington

GOAL AREA–*HUMAN RELATIONS*

– Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

Massachusetts

– Each student acquires the joy of feeling a sense of accomplishment of contributing to the welfare of others, of having physical and mental well-being, of establishing satisfying friendships.

Colorado

–Education should assist every individual to acquire an awareness of persons belonging to social, cultural, economic, and racial groups different from his own and an appreciation of the worthiness of all persons.

Arizona

– Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

Pennsylvania

– Each student should recognize and respect differences in cultures around the world and around his community.

Nebraska

– Students should acquire and demonstrate an appreciation for a positive attitude toward persons and cultures different from their own.

Illinois

– Quality education helps every individual acquire understanding and appreciation of persons belonging to all social, cultural and ethnic groups.

New Mexico

– Morality Education must assure the development of youth as citizens who have self-respect, respect for others, and respect for the law.

Michigan

– Public schools should help every student to acquire the ability to form satisfying and responsible relationships with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own.

New Jersey

– Ability to develop and maintain satisfactory relationships with others.

Develops skill in interpersonal relations
(1) Knows how to initiate and maintain personal friendships

Develops skill in group relations
(1) Cooperates as a group member in a common task

Tennessee

– Human Relations. All students shall develop a concern for moral, ethical and spiritual values and for the application of such values to life situations.

All students shall acquire the greatest possible understanding of and appreciation of themselves as well as of persons belonging to social, cultural and ethnic groups different from their own, and of the worthiness of all persons as members of society.

All students shall develop skill in interpersonal and group relationships, and shall recognize the importance of and need for ethical and moral standards of behavior.

Florida

– To encourage the individual student to acquire the attitudes and skills of intelligent leadership, cooperation, and service.

Hawaii

– Social Skills and Understanding
Education must provide for each individual an understanding of the value systems, cultures, customs, and histories of his own heritage as well as of others. Each student must learn to value human differences, understand and act responsibly upon current social issues, participate in society and government while seeking to improve them, and seek a society where every person has equal access to the lawful goals he seeks regardless of his background or group membership. Each person must learn to develop and maintain effective interpersonal relationships.

Michigan

– Education helps each student to understand and appreciate people of different nationalities and ethnic groups and their contributions to the development of our nation and culture.

Virginia

– Each Child Increases His Ability To Understand Himself and To Function In His Environment.

Each child takes responsibility for his own personal development and obligations.

Each child recognizes feelings and emotions as a component of life situations.

Each child values himself and others with positive appreciation.

Each child listens to, and attempts to appreciate what others have to say.

Connecticut

– Building an Open and Peaceful World.

Each student respects the beliefs and actions of others.

Each student exhibits a respect for the role of the family in society.

Each student exhibits an awareness of differences in family life in different cultures.

Each student exhibits an awareness of the effect of cultural and other environmental factors on the behavior of individuals.

Each student demonstrates an awareness of the importance of educational, geographical and political factors on the economic development of countries and regions.

Each student demonstrates an awareness of the effect of rapid transportation and communication on international and inter-cultural relations.

West Virginia

– Understanding of world relationships and effective participation in world affairs.

Develops knowledge of the political-social-cultural interdependence among peoples of the world.

Develops knowledge of current events and the historical antecendents to them.

Develop an understanding and appreciation for world cultures.

Tennessee

– Each child understands, appreciates and supports the existence of a variety of life styles wherever he may live.

Connecticut

– A dedication to the task of improving America, striving for solutions to its continuing domestic and world problems and upgrading the lives of all people.

Utah

– All students shall acquire levels of knowledge of home, community, nation, and world which enable them to function in a manner appropriate to their age and environment.

Students will be expected to exhibit increasing knowledge and skill in at least one socially acceptable area.

Colorado

– All students shall exhibit codes of behavior acceptable in society.

Students shall demonstrate increasing acceptance of the responsibility for desirable conduct and self discipline.

Colorado

– Knowledge about basic psychological and sociological factors affecting human behavior.

Rhode Island

– Skill in interpersonal and group relations and in the formation of ethical and moral standards of behavior.

Rhode Island

– Competence for adjusting to changes in personal status, social and employment patterns, basic environment and change itself.

Rhode Island

– Awareness of the existence and needs of multi-life styles.

Rhode Island

– Each student exhibits an awareness of individual differences among people.

West Virginia

– Each student exhibits an awareness of the limitations that have been placed on equality of opportunity of racial and ethnic minorities.

West Virginia

– Each student should realize that every person is handicapped in some manner, and willingly adjust for handicaps in others as well as himself.

Nebraska

– Human Relations and Citizenship–To develop the skills needed to work harmoniously with others, to learn to respect the dignity and worth of the individual, to understand and accept citizenship responsibilities to the extent of one's capabilities and to foster the understanding of all peoples and their cultures.

Wyoming

– Goals related to the individual's social development, most generally as required for assuming the role of citizen. Human needs–affiliation and esteem.

Intergroup acceptance. Full education should help every individual acquire understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

Motivation to learn. Full education should help every child acquire a positive attitude toward school and toward the learning process.

Citizenship and social competence. Full education should help every individual acquire the habits and attitudes associated with responsible citizenship and acceptance of his role in society.

Nevada

–Understanding and appreciation of our basic American institutions and their significance for the family and the individual.

Comprehends the origin and present status of competing value systems in our society.

Is informed and concerned regarding threats such as crime, pollution, and economic maladjustment.

Tolerates nonhostile diverse life styles, both domestic and international.

Has a reasoned commitment to the values that sustain a free society.

Tennessee

– The individual . . .

appreciates the value of the occupation of others;

possesses the ability to adjust to changes in human relationships brought about by geographic and social mobility;

possesses the social willingness to live in a racially integrated society;

possesses the ability and desire to participate in community service activities;

possesses the ability to understand and cope with dissent;

possesses a personal value system which emphasizes concern for one's fellow man;

recognizes that every man, unless restricted by his own actions, has the right to participate actively and freely in social, political and economic affairs so long as the rights of others are not violated;

possesses an understanding and appreciation of racial, religious and national groups and their contributions to the history and development of our culture;

accepts the responsibility of preserving the rights and property of others;

possesses the ability to identify common goals and to cooperate with others in their attainment.

Georgia

– The individual . . .

possesses the ability and desire to use effectively the learning resources of the community;

is aware of the social, economic and political implications of technology;

possesses knowledge of the principal economic, social and political systems of the world;

recognizes the role of the family, religious and community organizations in defining values in a changing society;

possesses the motivation to make the community a desirable place in which to live;

possesses knowledge and understanding of production, distribution and consumption of agricultural and industrial products;

supports the free and voluntary exercise of religious choice.

Georgia

– The GOAL of human relations includes;

Understanding other people and developing positive attitudes for their worth and dignity;

Understanding how to work with and relate to other individuals and groups;

Understanding and appreciating our culture and valuing those attributes which have enabled man to survive and accomplish.

Kentucky

– To ensure that each student completing his elementary-secondary school program demonstrates respect for self and the rights of others.

Maryland

– Education helps each student to develop understanding of one's relationship to his ecological, physical, economic, and social environment.

Virginia

– Strengthening of Interpersonal Relationships.

Each student will be able to use standard English at a level of difficulty and abstraction commensurate with his school grade placement.

Each student participates in one or more school activities of a social and/or service nature.

Each student exhibits an appreciation for and understanding of the problems resulting from racial, ethnic, or religious differences.

Each student exhibits an acceptable level of social skills.

Each student exhibits the ability to evaluate critically information received.

Each student demonstrates respect for the worth, rights and opinions of others.

West Virginia

– Home and Family Relationships. All students shall develop an appreciation of the family as a social institution.

All students shall develop an understanding of their roles and the roles of others as members of a family, together with a knowledge of the requirements for successful participation in family living.

All students shall understand the role of the family as a basic unit in the society.

Florida

– Education should assist every individual to acquire an understanding of family life and responsible home membership.

Arizona

– To develop an individual understanding of family responsibility.

Hawaii

– Preparation for Family Life Education must provide an atmosphere in which each individual will grow in his understanding of and responsiveness to the needs and responsibilities inherent in family life. Joint efforts must be made by school, parents, and community to bring together the human resources necessary in this endeavor.

Michigan

– Each student should be prepared to be a responsible member of a family as well as other groups.

Nebraska

– To ensure that each student completing his elementary-secondary school program will exhibit positive attitudes toward and can demonstrate knowledge and skills related to home management, consumer economics and family relationships.

Maryland

– Quality education encourages appreciation of the family as a basic unit of our society through which cultural heritage may be transmitted and moral standards established.

New Mexico

– Each Child Acquires Habits and Attitudes Which Have Proven Value For Family Life.

Each child helps and respects his own family.

Each child enjoys music in some capacity.

Each child has habits and attitudes necessary to become an effective homemaker.

Each child understands the fact that many substances/practices are used for socially accepted means but are capable of being misused and becoming a dependence.

Each child acquires an understanding of the extent of his control over his body, his mind, and his future.

Connecticut

– Public schools should help each student to acquire the capacities for playing satisfying and responsible roles in family life.

New Jersey

– School must help each individual to develop a positive attitude toward his involvement in the school community and society in general.

Maine

– Schools must help each individual to develop an appreciation of his own intrinsic worth and of the worth of others.

Maine

– Improving human relations and family living.

Utah

– Each child develops values essential to successful family and community life.

Connecticut

– All schools (K-12) should provide instruction in values and citizenship and in social relations which will enable the learner to demonstrate attainment of the following outcomes:

Social Relations–

an understanding of cultures different from the learner's such as food, shelter, clothing, occupations, and unique social relations;

an understanding of society's influence on the learner's way of thinking and way of life;

an understanding of how the learner may affect the progress, conditions, and forces operating in the world around him;

an awareness of the interdependence and interrelationship among peoples, regions, and nations;

an awareness of the contributions of many different peoples to the learner's way of life;

a knowledge of the means of communication between individuals, communities, states, and nations;

an ability to compare and contrast rural and urban, farm and city, and affluent and low income ways of life;

an awareness of how and why social groups develop and change such as family, school, and community;

an awareness and understanding of the various ethnic and socioeconomic life styles common to our total culture.

Kansas

– Each student should . . .

participate in social, political, economic and family activities with the confidence that his actions make a difference.

interact with people of different cultures, races, generations, and life styles with significant rapport.

Washington

GOAL AREA–*ECONOMIC UNDERSTANDING*

– Promoting the Economic Growth of the State.

Each student exhibits an awareness of the importance of the natural resources of the State and the need for conservation.

Each student exhibits a knowledge of the requirements of basic industry for raw materials, labor supply, transportation and services.

Each student exhibits a knowledge of the interdependence of management and labor and the responsibilities each has to the other and to society.

Each student has an occupational plan leading to some type of productive employment.

West Virginia

– All students shall develop competence in th application of economic knowledge of practical economic functions (such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment).

Florida

– Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases and obtaining desirable employment.

Rhode Island

– Ability to purchase and use goods and services wisely.

Knows basic principles regarding economic system and the role of the consumer in it.

Knows basic principles regarding household and income management.

Knows principles of selection and buying goods and services and is aware of organizations which assist and protect the consumer in the marketplace.

Knows principles of wise consumption of goods and services including education and health.

Tennessee

– Economic Understanding Education must provide that every student will gain a critical understanding of his role as a producer and consumer of goods and services, and of the principles involved in the production of goods and services.

Michigan

– To assure that each student acquires an understanding of the forces that bring high productivity and a rising standard of living in the nation and the world.

Hawaii

– Economic and Occupational Competence

Knowledge of the fundamental economic structure and processes of the American system and of the opportunities for individual participation and success in the system.

Texas

– Public schools should help every student to acquire the knowledge, skills, and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer.

New Jersey

– The individual . . .

possesses the knowledge and skills of an intelligent consumer of goods and services;

possesses knowledge, understanding and skills pertaining to personal finance and money management.

Georgia

– The curriculum of Kansas schools should include consumer education as a part of general education with the aim to ensure that each citizen will develop a systematic method or approach to obtain maximum benefit from personal resources.

Kansas

– Each child acquires the ability to act as an intelligent consumer.

Connecticut

GOAL AREA–*PHYSICAL ENVIRONMENT*

– Schools must help each individual to become more keenly aware of his relationship to his environment.

Maine

– Education should provide new learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

Massachusettes

– Education must develop within each individual the knowledge and respect necessary for the appreciation, maintenance, protection, and improvement of the physical environment.

Michigan

– To play an active role in preserving and improving the environment.

Rhode Island

– Quality education instills an awareness of the need for conservation of human and natural resources.

New Mexico

– Developing understanding of man's environment and of the conservation of resources.

Utah

– The individual . . .

uses knowledge and skills in the arts and sciences to enhance his own natural and physical environment;

possesses an understanding of how technology alters the natural and physical environment;

possesses the desire to obtain and maintain a healthful natural and physical environment;

possesses an appreciation of the beauty of nature;

values and demands the conservation and proper utilization of land and other natural resources;

possesses knowledge and understanding of man as an integral part of nature and as such the quality of life is proportional to the harmony he achieves with all aspects of his natural environment;

possesses an understanding of the social, economic and political implications of population growth;

Georgia

– Competence in the use and management of natural resources. Knows basic facts regarding ecological balance and the effects of technology on it.

Values and supports the conservation and proper utilization of land, air, water and other natural resources.

Tennessee

– Each student should share the responsibility for protection and improvement of both his social and natural world.

Nebraska

– Each child understands the role of modern technology and science in relation to his environment.

Connecticut

– A knowledge of fundamental concepts about the world environment and man's relationship to it.

Utah

– Every student should have planned learning experiences in developing a knowledge of his environment.

Kansas

GOAL AREA–*MENTAL AND PHYSICAL HEALTH*

– Mental and Physical Health. All students shall acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

All students shall develop an understanding of the requirements of personal hygiene, adequate nutrition and physical exercise essential to the maintenance of physical health, and a knowledge of the dangers to mental and physical health from addiction and other aversive practices.

All students shall develop skills in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.

All students shall develop competence in recognizing and preventing environmental health problems.

All students shall acquire a knowledge of basic psychological and sociological factors affecting human behavior and mental health, and shall develop competence in adjusting to changes in personal status and social patterns.

Florida

– To acquire sufficient knowledge in the field of health so that the individual can function effectively in society, in his job, in relation to his family and community.

Rhode Island

– Ability to think critically and make decisions in health related areas.

Rhode Island

– Possession of an appreciation of one's health, welfare and physical appearance.

Rhode Island

– To ensure that each student completing his elementary-secondary school program, demonstrates a knowledge of physical and mental health, and practices sound personal health habits.

Maryland

– To ensure that each student completing his elementary-secondary school program exhibits a positive attitude toward and demonstrates a knowledge of established safety principles, concepts and practices.

Maryland

– Physical and Mental Well-Being
Education must promote the acquisition of good health and safety habits and an understanding of the conditions necessary for physical and mental well-being.

Michigan

– All schools in Kansas should provide students and faculty with functional safety awareness and sense of responsibility. Safety awareness should become an integral part of the curriculum and should be associated with the immediate environment.

Kansas

– Each child participates in and enjoys a variety of physical activities which change according to his age and experience.

Connecticut

– Each citizen should appreciate the need for and develop and implement a lifelong plan to attain and maintain an optimal level of physcial, mental, and nutritional health.

Kansas

– Achieving and maintaining physical and mental health.

Utah

– All students shall demonstrate continuing physical development appropriate to their individual strengths and weaknesses.

Students with above average physical ability shall demonstrate increasing competence.

Colorado

– Maintenance of health, achievement of a high level of personal fitness and the acquisition of wholesome leisure skills.

Utah

– An emotionally stable person.

Utah

– The State Board of Education is to assist local education agencies in promoting the health, safety, and physical development of students.

Idaho

– Physical and Mental Health–To provide the opportunity for each individual to improve his physical fitness and strength, to develop skills in physical activities, to acquire an understanding of functions and care of the human body, to strive for emotional stability, and to foster recreational skills.

Wyoming

– Improving the Health and Recreation of People

Each student remains relatively free to preventable diseases or illness.

Each student exhibits a knowledge of health services of the State, the nation and of his community.

Each student demonstrates through satisfactory performance on appropriate tests, a level of physical fitness commensurate with his age, sex and other physical factors.

Each student uses the recreational facilitie. of his community and of the state.

Each student demonstrates the acceptance of responsibility and concern for the health of others.

Each student demonstrates through his usual behavior a recognition of health and safety hazards.

Each student attends a school that is a healthful and safe place.

Each student is participating in a training program which will provide him with skills useful to him during his leisure time now and as an adult.

West Virginia

– To make certain that each individual student acquires sound habits of mental and physical health.

Hawaii

– Education should assi:t every individual to acquire and/or maintain sound health habits.

Arizona

– Each Child A aires Habits and Attitudes Which Have Proven Value For Health

Each child understands the relationship between health and physical activity.

Each child develops motor skills suited to his age and growth level.

Each child participates with pleasure in physical activities as individuals with groups.

Each child understands and respects the limits of physical activity as determined by his age and growth level.

Each child develops the proficiency in physical activities that will lead to constructive use of leisure time.

Each child develops an avocation suited to maintain his physical vigor.

Connecticut

– Each student should demonstrate a knowledge of and respect for the human body and its functions.

Nebraska

– Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

Massachusetts

– The individual . . .

recognizes recreation as a vital part of human life including participation in recreational activities which provide physical fitness throughout life;

uses as a listener, participant, and/or observer one or more of the arts or crafts in recreational and leisure time activity, e.g., music, visual arts, drama, woodworking;

possesses and practices a code of responsible personal behavior when using public and private recreational facilities;

possesses sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time in some avocational pursuit;

is able to participate alone or with others in recreational and leisure time activities;

values and seeks sound mental and physical health through good nutrition; understands biological processes and functions, understands the effects of drugs, alcohol and tobacco; knows how, when and where to secure medical services; and understands the emotional and social aspects of human sexuality.

Georgia

– The achievement of understandings, habits, and attitudes conducive to physical and mental health.

Knows and practices basic health rules.

Believes in his worthiness to be a member of society.

Adapts constructively to changing or ambiguous situation.

Evidences a sense of some control over his environment.

Expresses emotions appropriately.

Adopts socially acceptable role as male or female.

Enjoys physically enhancing activities such as group or individual sports.

Tennessee

– The GOAL of physical and mental health includes:

Having positive and realistic self-images.

Understanding body processes and functions.

Developing physical fitness through active physical activities.

Kentucky

– Each student should have knowledge of and skill in those leisure activities which will be available when he ends his formal schooling.

Nebraska

– Schools must help every individual to develop capacities which will permit a wide variety of choice in the use of leisure time.

Maine

– Each child develops the proficiency and physical activities that will lead to constructive use of leisure time.

Connecticut

– Schools must help every individual to develop a moral and ethical commitment to contribute to the physical and emotional well-being of all mankind, including himself.

Maine

– Public schools should help every student to acquire the knowledge, habits, and attitudes that promote personal and public health, both physical and mental.

New Jersey

– To ensure that each student completing his elementary-secondary school program has had opportunities to explore and participate in activities of interest for personal enjoyment and development.

Maryland

– All students (K-12) should demonstrate the ability to select foods which provide a balanced and healthful diet.

Kansas

– As an integral part of the total education program, physical education should promote physical and mental health development of each student through one of its following three areas:

class instruction,

extra-class activities (e.g., intramurals, extramurals, recreation clubs),

interscholastic athletics.

Kansas

– Education helps each student to develop personal habits for continuing physical and mental health.

Virginia

– All Kansas students should acquire, appropriate to their level of educational development, basic science information relative to physical and biological phenomena, particularly as they relate to environment and personal health. (It is assumed that this is now being done. Steps must be taken to note the extent to which it is being done.)

Kansas

– Each student should . . .

use leisure time in positive and satisfying ways.

understand the elements of his physical and emotional well-being.

Washington

GOAL AREA–*CREATIVE, CONSTRUCTIVE, AND CRITICAL THINKING*

– Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

Massachusetts

– The individual values and recognizes creativity as a basic human need.

Georgia

– Students must be permitted the freedom to express the full extent of their creativity.

Illinois

– Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

Pennsylvania

– Quality education helps each individual use leisure time constructively, broaden his horizons and interests, and develop his creative talents.

New Mexico

– To foster and encourage in the individual student an understanding and appreciation of the fine arts and to express himself creatively through them.

Hawaii

– To provide opportunities for skill development for talented students and self-expression for all students.

Rhode Island

– Skill in the logical processes of search, analysis, evaluation, problem solving, critical thinking and relating one body of ideas to another body of ideas.

Rhode Island

– Critical and Creative Thinking–To guide pupils into learning situations, which encourage an analytic approach to knowledge and expression of values. If future citizens are to develop beyond the stimulus-response stage, they must also have opportunity to act independently. With the use of proper techniques, this is the beginning of creativity–the birth of an idea.

Wyoming

– The goal of learning includes having critical thinking skills in:

Identifying problems

Finding information

Analyzing, synthesizing, and ordering information

Using appropriate information and logic in problem-solving

Kentucky

– All students shall develop and use skills in the logical processes of search, analysis, evaluation and problem-solving in critical thinking, and in the use of symbolism.

Florida

– The inquiring mind as exemplified by a continuing desire for knowledge, a continuing interest in current problems and the habit of weighing alternatives and creatively applying them to the solution of these problems.

Utah

– Creative, Constructive, and Critical Thinking
Education must foster the development of the skills of creative, constructive and critical thinking to enable the individual to deal effectively with situations and problems which are new to his experience in ways which encourage him to think and act in an independent, self-fulfilling, and responsible manner.

Michigan

– Students should achieve skill in the logical processes of search, analysis, evaluation and problem solving.

Texas

– Education should assist every individual to acquire skills of creative and critical thinking.

Arizona

– Each student should develop a capacity for abstract thinking.

Deleware

– Develop his special intellectual and creative abilities.

Nebraska

GOAL AREA–*CAREER EDUCATION AND OCCUPATION COMPETENCE*

– Each student has the opportunity to acquire the satisfaction of earning a contributing and rewarding place in the economic system.

Colorado

– Education should assist every individual to acquire an awareness of career opportunities and prepare him to take full advantage of these opportunities.

Arizona

– It shall be a goal of education to provide each individual the opportunity to acquire the necessary knowledge, skills and abilities which will enable him to select, pursue, obtain and advance in a vocational endeavor which is commensurate with his interests and aptitudes and campatible with the employment, technical and economic needs and demands of the state. The pursuit of such a vocational endeavor should contribute responsibly to society as well as maintain a sensitivity to a constantly changing technological environment and employment pattern.

Ohio

– To make certain that individual students acquire insights and skills which lead to vocational productivity.

Hawaii

– Vocational competence. Develops abilities and skills needed for immediate employment.

Develops abilities and skills needed for entry into technical or professional post-high school training.

Tennessee

– Occupational Interests. All students shall acquire a knowledge and understanding of the opportunities open to them for preparing for a productive life, and shall develop those skills and abilities which will enable them to take full advantage of those opportunities–including a positive attitude toward work and respect for the dignity of all honorable occupations.

All students shall develop those occupational competencies consistent with their interests, aptitudes and ability which are prerequisite to entry and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.

All students shall develop competence in the application of economic knowledge to practical economic functions (such as planning and budgeting for the investment of personal, calculating tax obligations, financing major purchases, and obtaining desirable employment).

Florida

– Each student should develop vocational competence and realization of economic responsibilities.

Each student should develop an appreciation of the dignity and importance of constructive work.

Each student should develop responsibility for making an economic contribution to society.

Each student should develop those occupational competencies consistent with his interests, aptitudes, and ability which are prerequisite to entry and advancement in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.

Each student should be provided with information on occupational trends in the community.

Delaware

– Career Preparation
Education must provide to each individual the opportunity to select and prepare for a career of his choice consistent to the optimum degree with his capabilities, aptitudes, and desires, and the needs of society. Toward this end, he should be afforded, on a progressive basis, the necessary evaluation of his progress and aptitudes, together with effective counseling regarding alternatives available, the steps necessary to realize each of these alternatives, and the possible consequences of his choice. In addition, each individual should be exposed, as early and as fully as possible, to the adult working world and to such adult values as will enable more thoughtful and meaningful decisions as to career choice and preparation.

Michigan

– Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to provide a capacity to adapt to changing conditions.

Massachusettes

– Developing vocational competence and realizing economic responsibilities.

Utah

– Information and guidance for wise occupational choice and opportunities for adequate career development.

Utah

– Quality education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities.

Pennsylvania

– Every student must receive opportunity in training for the world of work.

Illinois

– Vocational and/or professional skills prerequisite to entry and advance in the economic system.

Rhode Island

– Economic and Vocational Affairs–To offer learning experiences in and application of consumer understandings, basic economic principles of the free enterprise system and to develop an awareness and respect for various occupations.

Wyoming

– Quality education provides pre-vocational and vocational experiences as well as occupational guidance.

New Mexico

– Continuing Education
Education must promote an eagerness for learning which encourages every individual to take advantage of the educational opportunities available beyond the formal schooling process.

Michigan

– Education helps each student to acquire skills and knowledge needed for education beyond high school or for employment.

Virginia

– Schools must help each individual to develop either a salable skill or adequate preparation to enter the post-secondary school of his choice.

Maine

– Education enables the individual to make constructive choices regarding future education and to advance to and profit from occupational training and/or advanced academic and professional education.

New York

– To ensure that each student completing his elementary-secondary school program is prepared to continue his education, to meet the requirements of the job market in a field consistent with his interest and ability.

Maryland

– Each public educational institution under the authority of the State Board of Education should provide the opportunity for education for all out-of-school youth and adults. (Continuing education is defined as a flexible program of educational experiences for learners to continue in their growth of skills, techniques, and expertise in an ever changing occupational, sociological, or a vocational field.)

Kansas

– All students shall demonstrate an expanding knowledge of the world of work.

Students shall demonstrate an increasing competency and proficiency in the development of marketable skills.

Colorado

– Each Child Increases His Ability To Understand Himself and To Function In His Environment.

Each child develops career and occupational capabilities.

Each child plans for and makes career decisions.

Each child understands his strengths and weaknesses in relation to his choice of career.

Each child experiences a variety of career activities.

Connecticut

– Each Child Accepts Learning As A Lifelong Continuous Process of Self-Development.

Each child has habits and attitudes which will enable him to function in a career.

Each child understands the necessity for training and/or retraining to maintain progress in his employment.

Connecticut

– Improving the Standard of Living of the People of the State.

Each student demonstrates progress toward a goal of maintaining himself (or his future family) at an acceptable economic level

Each student is actively enrolled and progressing in an educational program designed to prepare him to be a productive citizen and wage earner

Each student exhibits a knowledge of the relationship of industry, means of communication and transportation and education to the standard of living of the people of the State

Each student exhibits pride in his school and community and a desire to make them better places to live and study or work

Each student exhibits an awareness that he has a responsibility to contribute to as well as to receive from his home, school community, State and country.

West Virginia

– Each child is equipped to obtain gainful and socially approved employment.

Connecticut

– Occupational Skills

Education must provide for the development of the individual's marketable skills so that a student is assisted in the achievement of his career goals by adequate preparation in areas which require competence in occupational skills.

Michigan

– Each student should respect the total range of vocations and recognize their requirements and rewards.

Nebraska

– Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.

Texas

– Each student chooses an educational program appropriate to his vocational interest, as judged by competent observers.

West Virginia

– Building an Appreciation for and an Understanding of Equality of Opportunity.

Each student exhibits respect for all types of productive labor.

Each student exhibits an awareness of the wide variety of opportunities that are available to him and to others.

West Virginia

– The individual . . .

possesses an appreciation of work as desirable and necessary;

upon leaving high school possesses the basic skills necessary for further study of entry into the world of work;

understands and values the functions, relationships and responsibilities of labor and management in a free society;

possesses knowledge and understanding of workmen's compensation, social security, retirement systems, employment insurance and other employee benefits;

possesses the necessary knowledge of how and where to seek employment and the skills to be able to apply for a job and participate in a job interview;

possesses knowledge and understanding of a wide variety of occupational fields;

possesses a tentative occupational or career goal and an education/training plan to achieve this goal;

is able to function as a follower, co-worker or a leader in work;

possesses pride in workmanship and accomplishment;

respects and cares for the property of his employer and fellow workers;

possesses ability to adjust to changing jobs and job retirements;

recognizes the impact of science and technology on jobs and job requirements;

knows where to obtain additional education and training;

understands and accepts the necessity of avoiding discrimination in employment practices.

Georgia

– The GOAL of economic productivity and recreation of satisfaction includes:

Understanding a wide variety of vocational career opportunities

Having occupational skills

Having wholesome attitudes concerning work

Having satisfying leisure activities

Kentucky

– The goals of the Idaho Department and State Board of Education are to assist local education agencies in preparing students for enlightened and dignified participation in the world of work and for responsible management of their own economic and civic affairs.

Idaho

– Vocational Education programs at the secondary and post-secondary levels should be designed to emphasize specialized and/or technical training in those occupational areas determined by manpower needs to have high employment potential in Kansas, including opportunities for women.

Kansas

– A structured program in career awareness should be developed to provide on the elementary level cognizance of the wide range of careers in our society and the roles and requirements of the employees in those careers, on the junior high level an opportunity for "hands-on" exploratory experiences necessary in career decision making, and on the secondary level a salable skill for (1) entry into the world of work or (2) preparation for post-secondary education with eventual employment.

Kansas

– Each student should be prepared for his next career step.

Washington

GOAL AREA–*LIFELONG LEARNING*

– Quality education should help every child to prepare for a world of rapid change and unforseeable demands in which continuing education throughout his adult life should be a normal expectation.

Pennsylvania

– Each student should possess the skills necessary for learning in any situation, and prepare to learn continuously at his own direction.

Nebraska

– Education enables the individual to enjoy an intellectually and emotionally rich and productive life.

New York

– Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

Massachusetts

– Quality education develops in each individual a positive attitude toward the learning process and realization that education is a life-time activity.

New Mexico

– Education enables the individual to take advantage of continuing educational opportunity outside formal educational system.

New York

– Each child accepts learning as a lifelong continuing process of self-development.

Connecticut

– The school age population of Kansas should develop an attitude of open-mindedness toward change, an understanding of the nature of social and institutional change, and the appropriateness of alternative change strategies.

Kansas

– Preparation for a Changing Society
Education must encourage and prepare the individual to become responsive to the needs created and opportunities afforded by an ever-changing social, economic, and political environment both here and throughout the world. An appreciation of the possibilities for continuing self-development especially in light of increasing education and leisure-time opportunities, will encourage him to pursue his chosen goals to the limits of his capabilities under such changing conditions.

Michigan

– Each child accepts changes and adapts to changing situations.

Connecticut

– The individual . . .

possesses the knowledge, skill, ability, and desire for life-long growth in arts areas of his choice;

possesses the attitudes and skills to pursue learning as a life-long process.

Georgia

– Each student acquires the techniques of learning which make discovery of knowledge and wisdom a functional, exciting, and lifelong process.

Colorado

– Schools must help each individual to learn to cope with change and to initiate change.

Maine

– Schools must help each individual to develop intellectual curiosity and an eagerness for lifelong learning.

Maine

– Public schools should help every student to learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continued learning.

New Jersey

– Each student should be committed to lifelong learning and personal growth.

Washington

GOAL AREA–*VALUES AND ETHICS*

– Moral and Ethical Behavior–To assist pupils to formulate a set of values compatible with the American heritage and our free society through the development of a sense of right and wrong direction of action. The ultimate aim of education is to develop a self-disciplined, enlightened, and morally responsible individual.

Wyoming

– Acquisition of spiritual, moral, and ethical values that will provide sound guides for personal living.

Knows a variety of spiritual and moral values and why people have them.

Has a personal value system that enables him to define desirable change in terms of the consequences the change may have upon himself and others.

Tennessee

– Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

Massachusetts

– To assure that the individual student acquires the understanding of ethical and moral questions that will enable him to consider and adopt a set of values which will guide his behavior.

Hawaii

– Each student holds a set of values that guide his responses to crisis or problem situations in a manner acceptable to our culture.

West Virginia

– Each student should develop to the fullest his own values, interests, and aspirations.

Delaware

– Each student should develop the ability to evaluate one's behavior and modify it when it conflicts with the moral standards of society.

Delaware

– Each child develops ethical, social and spiritual values and uses them in establishing his personal goals.

Connecticut

– Public schools should help every student to acquire an understanding of ethical principles and values and the ability to apply them to his/her own life.

New Jersey

– To develop within each person the competencies, skills, and values necessary for him to function as a contributing member of society.

Alaska

– Achieving moral and spiritual values.

Utah

– A moral standard of behavior.

Utah

– The individual possesses a personal philosophy of his reason for existence.

Georgia

– All schools (K-12) should provide instruction in values and citizenship and in social relations which will enable the learner to demonstrate attainment of the following outcomes:

Values and Citizenship–

a concern for the equal dignity of every individual;

a concern for the welfare, a knowledge of every right and freedom of all individuals, and a responsibility to the society in which he lives;

a pride in the learner's own ethnic group, nation, or culture;

an acceptance of the learner's role as a group member and as a citizen;

a support of free and honest communication.

Kansas

– The individual . . .

possesses a personal value system that enables him to define desirable change on the basis of his understanding of the capacity of man to adjust to change and the techniques to control change;

possesses the attitudes and personal values that enable him to cope with adversity;

Georgia

– Education helps each student to develop attitudes and values that lead to responsible participation as a citizen of our republic.

Virginia

– The development of a personal philosophy, a basic set of values, is perhaps one of the most important of human achievements.

Vermont

– Each student should clarify his basic values and develop a commitment to act upon these values within the framework of his rights and responsibilities as a participant in the democratic process.

Washington

PROCESS GOALS

– To provide an environment wherein each person, regardless of any conditions affecting him, is continually afforded the opportunity to reach his maximum potential as an individual and as a member of society.

Alaska

– The environment within which students are encouraged to learn must be greatly expanded.

Vermont

– The school should provide a structure in which students can learn from each other.

Vermont

– To provide a maximum learning experience for all students requires the involvement and support of the entire community.

Vermont

– Education must develop effective means for utilizing community resources and making these resources available to the community.

Michigan

– Develop and utilize diverse forms of constructive cooperation with parents and community groups.

New Jersey

– Each educational unit should develop a system of communication which systematically and analytically reacts to ideas and concerns among all elements of the educational system–students, parents, teachers, board members, administrators and citizens at large.

Kansas

– Each educator should:

Seek to create programs which benefit the entire community, and make use of its resources.

Involve both students and the community in planning for educational decision making.

Initiate and maintain open communication with the entire community.

Nebraska

– Each citizen should:

Contribute a proportional share of the resources necessary for education in his state.

Have the necessary educational resources available to him, regardless of circumstances.

Participate in educational planning, and the development of education goals.

Nebraska

– Education must develop effective means for involving parents in the educational development of their children and encouraging them to meet their responsibilities in this regard.

Michigan

– Education must recognize and protect the individual and legal rights of students as people and as citizens, regardless of race, religion, or economic status. Together with these rights students must accept responsibilities and disciplines essential to our society. Implicit in this goal is the recognition of the corresponding rights of parents, teachers, and other participants in the educational process.

Michigan

– Each student, at a level appropriate to his grade placement has an educational plan designed to enable him to realize his full potential.

West Virginia

– The student should be involved in the decisions which help to create his educational experiences.

Nebraska

– Each student will participate actively and regularly in learning experiences which are judged by qualified observers (teachers and administrators) to be appropriate to him.

West Virginia

– Insure that each student has the maximum degree of freedom, consistent with sound educational practice, to determine the nature of his/her educational experiences.

New Jersey

– Schools should be compatible with reality. Learning which is compartmentalized into artificial subject fields by teachers and administrators is contrary to what is known about the learning process.

Vermont

– Each student chooses an educational program appropriate to his vocational interest, as judged by competent observers.

West Virginia

– Each student will make realistic educational and vocational choices as judged by qualified observers (teachers, counselors or administrators).

West Virginia

– Each educator should:

Develop and provide learning experiences which are meaningful to the world of today's students.

Work to insure that every educational experience is learner centered and success oriented.

Nebraska

– Reduce the emphasis presently given to practices that foster excessive competitiveness among students.

New Jersey

– Insure that all instruction bears a meaningful relationship to the present or future needs and interests of students.

New Jersey

– The emphasis must be upon learning, rather than teaching.

Vermont

– A student must be accepted as a person.

Vermont

– Education should be based upon the individual's strong, inherent desire to learn and to make sense.

Vermont

– Education should strive to maintain the individuality and originality of the learner.

Vermont

– Emphasis should be upon a child's own way of learning – through discovery and exploration – through real rather than abstract experiences.

Vermont

– The development of an individual's thought process should be primary.

Vermont

– People should perceive the learning process as related to their own sense of reality.

Vermont

– An individual must be allowed to work according to his own abilities.

Vermont

– The teacher's role must be that of a partner and guide in the learning process.

Vermont

– The process of education should . . .

respect the uniqueness of each learner.

provide increasing opportunities for individual self-direction and decision making.

provide learning experiences matched to each student's readiness to learn and the way he learns best.

help each learner perform well and gain satisfaction from his performance.

emphasize that cultural, ethnic and racial differences contribute positively to our nation's future.

extend learning opportunities beyond the school building, school day and school year.

utilize the involvement and support of the entire community to maximize educational experiences.

self-renew through continuous evaluation of progress toward the desired learning outcomes.

Washington

– Where such programs are appropriate, students should be on individualized learning programs designed to allow educational progress at individual rates and depth of instruction suitable to individual interests, needs, ability, and motivation.

Kansas

– We must seek to individualize our expectations of a person's progress as we strive to individualize the learning experiences for each person.

Vermont

– Insure that specialized and individualized kinds of educational experiences are available for meeting the particular needs of every student.

New Jersey

– The relationship between the home and the school should be strengthened. The parents must be involved in a way such that they can provide input, support, and reinforcement for the learning tasks of the school.

Kansas

– Evidence should be obtained on each child at the beginning of first grade and/or preschool to determine the level he has reached with regard to language, visual, auditory, and tactile approaches to learning.

Kansas

– A range of program organizations including basic academic skills and social skills of daily living which emphasize continuous learning through problem solving should be in operation.

Kansas

– Insure that teachers and students have the maximum feasible opportunities for participating in the decisions affecting the operations of the schools they work in or attend.

New Jersey

– Provide adequate guidance facilities and services for every student.

New Jersey

– Each student participates actively and regularly in one or more student organizations dedicated to school and/or community improvement.

West Virginia

– Adding the "Fourth R"–Responsibility. Public schools are required to emphasize instruction in honesty, morality, courtesy, obedience to law, respect for the national and state Constitutions, and other lessons "which tend to promote and develop an upright and desirable citizenry." Such instruction can be generally characterized as "education for responsibility," and the State Board says that youths must be given opportunities to take active, challenging roles in community life if they are to learn how to act responsibly. This approach has led to planning of a number of programs aimed specifically at educating youth for responsibility. Among them: (a) The "Responsibility Applied Program" (RAP), in which students would receive academic credit for observation of or participation in community activities; (b) Student drug education programs, including the DEPOT program and other classroom learning activities using materials now being provided to Oregon Teachers; (c) Environmental education, directly related to local conditions and aided by teacher use of an environmental handbook now being prepared by the Board's staff; and (d) Study of local governmental institutions–their structure, operation and relations to other governmental bodies–again aided by teacher handbooks now being prepared by the State Board's staff.

Oregon

INSTITUTIONAL GOALS

– Students must have equal educational opportunities.

Illinois

– Equality of Educational Opportunity
Michigan education must ensure that its processes and activities are so structured as to provide equality of educational opportunity for all and to assure that there is no institutionalized oppression of any group, such as racism where it exists. It must also provide for an educational environment conducive to learning. The system must assure that all aspects of the school program–including such matters as educational goals, organization of schools, courses, instructional materials, activities, treatment of students, attitudes, and student and community representation–give full cognizance and proper weight to the contributions and participation of all groups within its structure. The school climate should accommodate the diverse values of our society and make constructive use of these values for the betterment of society.

Michigan

– To provide the best possible administrative structure services, and leadership to all entities concerned with implementing the philosophy of education previously stated.

Alaska

– Development of Strategies. The Department of Education shall insure that instructional strategies developed for use in the state system of public education are designed to maximize the probability that all students will achieve appropriate educational objectives.

Teaching/learning strategies shall be designed to meet the personal needs of all students.

Teaching/learning strategies shall be directed toward achievement of the goals and objectives for student development established for the state system.

Teaching/learning strategies shall be developed in cooperation with and through the involvement of parents, students and lay citizens.

Self-renewal of the public education system shall be insured through the creation of new knowledge about teaching and learning, and the application of such knowledge to the development of tested alternatives to existing practice.

Development of a variety of feasible alternative strategies for reaching educational objectives shall be insured through the application of systematic planning techniques, including analysis of probable consequences.

Florida

– Implementation of Strategies. Instructional and administrative strategies shall demonstrate maximum efficiency and effectiveness in the achievement of appropriate objectives.

Proven strategies shall be implemented on a continuing basis through the state system.

Maximum school/community participation shall be achieved in the implementation of strategies.

Professional educators at all levels in the state system of public education shall participate in the decision-making process with respect to implementation of strategies.

Florida

– All exceptional children from birth through youth should have educational services available in local schools or cooperatives. (A cooperative is established when two or more schools pool resources for specified purposes.) These services should be provided in either specialized groupings for specific handicapping conditions or through programs providing supportive services to exceptional children and youth who spend most of their time in the general education mainstream.

Kansas

– The state should be fully organized in broad-based cooperative districts in which each should offer an organized program for identification of exceptional children and youth and a range of services in all areas to meet the needs of exceptional children.

Kansas

– The feasibility of a centralized educational administrative system for exceptional children should be considered.

Kansas

– An organized program of follow-up for students who complete programs for handicapped individuals should be in full operation.

Kansas

– To develop an adequate educational program for youth with physical, mental or emotional handicapping conditions by 1975.

South Carolina

– Education of the Exceptional Person

Michigan education must recognize and provide for the special educational needs of exceptional persons. This recognition must extend to those who are academically talented and to those who are considered physically, mentally, or emotionally handicapped.

Regarding the handicapped, Michigan education must further assure that its procedures concerning the testing and evaluation of children tentatively identified as being mentally or emotionally handicapped do not unduly penalize minority or low socioeconomic status children by preciptious referral and placement into special classes.

Every effort must be made to achieve the maximum progress possible for exceptional individuals by facilitating their movement into and/or out of special classes.

Michigan

– All schools should provide a positive learning environment for children of bicultural-bilingual backgrounds by offering special programs in schools with 20 or more such students and by recruiting teachers of similar ethnic backgrounds to meet the educational needs of such students.

Kansas

– Education of the Non-English Speaking Person

Michigan education must recognize and respect the need for special academic and administrative measures in schools serving students whose native tongue is one other than English. These students should be encouraged and assisted to develop their skills in their native language while they are acquiring proficiency in English. For example, the methodologies of foreign language instruction might be used to enable these students to gain the required fluency. Where there is a substantial population of non-English speaking students, bilingual programs should be provided in order that the students may develop their bilingual skills and enhance their educational experience rather than be forced into the position of a disadvantaged student. Such programs should extend to the provision of instructional techniques which facilitate a student's educational development regardless of his out-of-school experience with non-standard English.

Michigan

– Organizational Efficiency

A school system should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

Texas

– Improving Management of Schools and Community Colleges: The Board's objectives under this priority represent another approach to the general problem of "Improving the Finance Structure"–involving restructuring and modernizing of local school districts, development and implementation of effective planning-programming-evaluation-budgeting systems, and adoption of applicable business methods.

Oregon

– Plan with and serve as many of the people in the area it covers as possible.

Nebraska

– Developing administrative and organizational climates most conducive to the social and cultural growth and adaptivity of students.

Idaho

– The KSDE Data Processing Section should coordinate the development and implementation of a management information system (MIS) which will have the capability to collect, analyze, and report timely educational information to all segments of the Kansas educational system and to develop guidelines which will coordinate all MIS sub-systems.

Kansas

– Each unified school district should have a sufficient number of students and adequate financial resources to provide excellence of education.

Kansas

– Closing the Communication Gap. The general goal in this area is to provide State Board assistance to local school districts and community colleges in building public understanding and support of instructional programs. A second goal is to devise means of involving the public in educational decision making, and to keep the public informed of educational progress and needs.

Oregon

– Make its special abilities and resources available to other institutions or individuals.

Nebraska

– Aid LEA's in identifying and solving their own unique problems through continuous communication and cooperation with school patrons.

Idaho

Assist local education agencies in:

developing school communities which offer every student maximum opportunities for acquiring a sense of personal worth and dignity, self-confidence, and self-respect;

designing and implementing instructional programs which provide students with effective access to the world of knowledge and equip them with the necessary learning and problem-solving skills to become life-long exploiters of this dimension of their lives.

Idaho

To insure the implementation of at least a defined minimum educational program in each local school district by 1975.

South Carolina

– Each school district, community junior college, area vocational-technical school, and the Kansas Technical Institute should (1) determine the major underlying causes of dropouts in such district or school, (2) adopt a plan designed to make an early identification of potential dropouts, and (3) institute a program of preventive measures for the same. Cooperation should be instituted with private schools for the same type of program. (A dropout is a student who leaves school for any reason, except death, before he graduates or completes a program and does not transfer to another school.)

Kansas

– To reduce the number of dropouts by at least 50% by 1975.

South Carolina

– To reduce the number of students repeating the first grade from the present 15% to a maximum of 5% by 1975.

South Carolina

– The learning process should be made relevant to the personal goals of every student and designed so that he can achieve the educational standards of the system and be encouraged to remain in school until he is ready for a post-high school career.

Texas

– After a definition of "early childhood education," which can be used by all groups involved, has been established, an early childhood education program should be developed as a part of the state system of education with the coordination of all agencies working with early childhood.

Kansas

– An on-going plan with the development of a curriculum for early childhood education to provide developmental progression in learning appropriate for the early childhood maturity levels should be developed. Such a plan should include built-in continuity into the more formal education setting for assessment of individual development levels and possible problem areas. Extensive assistance is necessary to ensure optimum possibility of success in future organized learning experiences for both the "normal" child with his individual differences and the exceptional child with his single or multiple differences.

Kansas

– To establish a Statewide program of public kindergartens available to all five-year old children by 1975.

South Carolina

– To measurably improve the basic verbal and quantitative skills of the inschool students by 1975.

South Carolina

– Developing Primary Education. The Board's general goal is to insure that every primary-grade student is able to read, write, and compute to the best of his ability. To achieve this, the Board wishes to: (1) Broaden kindergarten and other preprimary opportunities for students at the local level, combined with state support of such programs; (2) Improve pre-entry training of primary grade teachers, both in subject matter and in knowledge of child development; and (3) Emphasize "preventive" reading instruction, designed to spot slow learners quickly and to reduce the number of students unable to read to the full limit of their ability.

Oregon

– Improving Education for the Disadvantaged. The general goal in this area is to expand services available to students who are economically or culturally disadvantaged, and to assure them equal access to all educational opportunities. The Board has set these specific goals: (1) Identify Oregon children who need preprimary training in order to succeed in the first grade, and enroll 80 percent of these children in kindergarten or other preprimary programs by 1975; (2) Identify students reading below their grade levels, and reduce this pool of poor readers by 50 percent by 1977; (3) Reduce Oregon's dropout rate (Now about 18 percent) to 14 percent by 1974.

Oregon

– Extending Educational Opportunity. The general goal under this priority is to make available to each student a planned program under school supervision with completion of a full secondary program by each student as the goal. Some areas the Board has suggested for exploration include: (1) A "zero reject" educational philosophy, whereby students learn at their own speed, recycling in subject areas until they are ready to advance; (2) Diversifying use of school facilities, including an investigation of the advantages and disadvantages of a 12-month school year; (3) Allocation of local, state, and federal resources for development of "good practice" in education. Oregon already requires that federal grants for development of innovative programs be utilized to advance some aspect of the State Board's list of priorities for education.

Oregon

– In cooperation with agencies that offer services for the blind, deaf, and multi-handicapped and for those housed in other state institutions in Kansas, all adults should have equal opportunity to obtain a high school diploma or the equivalency. (For the following purposes an adult is a person who is 16 years or older and is not regularly enrolled in a public school program.)

Kansas

– To provide an adequate occupational training program for 100% of the secondary school students who choose it by 1975.

South Carolina

– To increase the number of high school graduates entering post high school training to at least 50% by 1975.

South Carolina

–To increase the total adult enrollment in basic and high school programs from the present 40,000 at least 80,000 by 1975.

South Carolina

– An inter-agency should coordinate programs at institutions of Kansas to implement equal education for all institutionalized people according to their needs and abilities, as identified through needs assessment, with the purpose of initiating each student's return to society and its labor force.

Kansas

– Developing Career Education. The State Board has recognized that students not planning a four-year college education need courses which will prepare them for job entry upon graduation. The Board's approach is to coordinate student learning about the world of work at every level of education: (1) Elementary and junior high students are provided with opportunities to explore a wide variety of careers in general terms; (2) At the high school level, students may receive training in any one of 14 "career clusters"–broad groupings of jobs having the same basic skill and knowledge requirements–rather than learning only one or two narrow job skills; (3) At the community college level, specific instruction is available for students desiring in-depth knowledge of an occupational area, or for those already employed who wish to upgrade their skills in keeping with technological advances.

Oregon

– Developing a Community College State Plan. The Board's goals under this priority include: (1) Extending community college opportunities to all citizens of Oregon through development of a state plan describing the role of community colleges; (2) Providing for equitable allocation of programs to the various colleges; (3) Providing for differentiation between two- and four-year colleges and for coordination between these institutions, and (4) Defining long-range goals for development of community colleges.

Oregon

– Professional faculty members should be consulted in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work.

Texas

– The personnel program of recognition and rewards should be designed to attract and retain highly competent people.

Texas

– Insure that instructional staffs are of uniformly high quality in every respect.

New Jersey

– To promote programs to provide adequate and qualified professional and para-professional personnel to staff the State's educational system.

South Carolina

– Improving Teacher Education and Certification. The State Board's major goal under this priority is to better the quality of instruction for students through improved selection, education and performance of teachers. Among Board proposals in this area are: (1) Identification and recruitment of promising teacher candidates; (2) Recruitment of qualified minority group teacher applicants; (3) Requiring a full year of teaching internship for all beginning teachers; (4) Periodic reveiw of teaching norms and requirements; and (5) Statewide evaluations of teacher education programs.

Oregon

– All teacher preparation programs should be a cooperative effort among colleges and universities, district schools, professional agencies or organizations, and the KSDE.

Kansas

– State professional certification should be reviewed and redefined to emphasize teacher preparation in relation to more extensive and direct classroom experiences.

Kansas

– Each school district in Kansas should develop and implement a plan that will provide for continuous professional staff development.

Kansas

– Through cooperative action of local educational agencies, the KSDE should define the various duties, levels, uses, etc. for the training and utilization of paraprofessional and teacher aides.

Kansas

– Physical facilities that are well placed, sufficient in number, and functional should be provided to create an environment which will stimulate and encourage learning for all students in Kansas.

Kansas

– Each school district should intensify the use of technological equipment to complement the human resources of the classroom.

Kansas

– In order to provide optimum educational opportunity for all students, each educational district should establish a coordinated library media program.

Kansas

– Training programs should be initiated so that each educational district will be able to provide differentiated staffing to support a full library media program at all levels.

Kansas

– Each user should have the opportunity, through library media resources and the services of a certified library media specialist, to acquire the skills needed to use effectively the equipment and the materials which he selects from a well-balanced media collection which has been developed with consideration for his interests, ability, and desire for knowledge.

Kansas

– Nutritious breakfasts and lunches should be available in all schools at a price within the financial means of the students.

Kansas

– Allocation of Financial Resources
Education must ensure that the availability and quality of publicly financed education be maintained at acceptable levels in all communities. The inability of local ocommunities to muster sufficient resources to meet their needs must not be allowed to deprive individuals of quality education. Accordingly, the differential distribution of education funds by the State must be recognized as being justified by the differences in abilities of local school districts to meet the educational needs of all of their students. On the other hand, school districts should be able to raise additional monies in their efforts to provide for quality education.

Michigan

– Each citizen should:

Contribute a proportional share of the resources necessary for education in his state.

Nebraska

– Improving Finance Structures. School finance is one of the most pressing problems now faced and the State Board's goal is to increase the financial stability of school districts, simplify and build more predictability into the financial structure, and to strengthen the capabilities of local school boards and the community colleges. Among avenues being explored by educators are these: (1) Further consolidation and streamlining of the state's local school districts, so that each district has the financial and managerial resources to effectively provide for the needs of students within its jurisdiction; (2) Establishment of another source of revenue within the state to remove the pressure from property owners, combined with development of a more equitable system of property assessment; (3) Development of standard operating procedures which can be applied by all local schools, using sound business practices to get the most out of education dollars; (4) Working to implement the recommendations of the Business Task Force Report and the corresponding recommendations of the Feasibility Study group which analyzed the report.

Oregon

– Equal educational opportunities based on individual needs for students in all education units should be offered with the assistance of state financing, including incentive funding which should be provided for educational units

undertaking innovative programs for improving instruction and those units having the greatest need, such as improvement of facilities or adding teachers in a basic program.

Kansas

- As an integral part of an accountability model, a needs assessment model which includes the following should be developed for use by Kansas school districts:

  an appropriate goal categorical structure,

  an evaluation model,

  a management information system,

  a goal-directed management system,

  a cost-effectiveness model.

(Accountability has to do with assuming responsibility for the degree to which goals and objectives derived from identifiable needs are achieved. Also implied in the concept are resource allocation, goal-directed management processes, and on-going reform and adaptation.)

Kansas

- As an integral part of an accountability model, in-service activities relative to the philosophy, purposes, and methods of accountability for school district personnel and patrons should be structured.

Kansas

- Accountability
A program of continuing evaluation should be established for measuring the performance of the public school system in terms of the competence of its products and the efficiency of its structure and processes.

Texas

- Auditing Educational Programs. The goal under the priority is to establish systems of "accountability" whereby periodic evaluations are conducted to determine how well local school districts are attaining their own established goals for education. The Board has suggested that the basic ingredients of a system of accountability might be: (1) A model for helping local districts establish performance-based goals in all subject areas and at all grade levels; (2) Develop techniques for collection and analysis of data related to educational performance; (3) Revision of minimum standards for schools as needs are identified by state-determined standards, locally-determined plans, etc.

Oregon

- Each institution should systematically account for both the resources it expends and the results it achieves.

Nebraska

- The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens.

Texas

- Insure that the resources available for education are used with maximum efficiency.

New Jersey

- Developing and maintaining effective systems of accountability to school patrons.

Idaho

- Fostering educational research and the implementation of promising developments.

Idaho

- Evaluation. The performance of the state system of public education shall be evaluated in terms of the achievement of its students and the efficiency of its processes.

Evidence of student learning shall be fully utilized in evaluating the effectiveness of school programs.

Teaching/learning strategies shall be regularly evaluated on the basis of (1) their effectiveness in bringing about the achievement of stated objectives, and (2) their efficiency in terms of resources expended.

The principles of educational accountability shall be applied to all appropriate aspects of the state system of public education.

Florida

– To develop and maintain a system of continuous evaluation and upgrading of education.

South Carolina

– Seek to identify and meet the individual needs of the complete range of people that it is responsible for serving.

Nebraska

– Within a mechanism and information network for coordinating research efforts, the state should be divided into cooperative service areas for the purpose of providing funding and personnel to develop a component of planning, research, and evaluation in all segments of the educational enterprise. Such a component should accomplish the following:

develop long-range plans;

allocate fiscal, physical, and human resources necessary to implement those plans;

evaluate progress during the implementation.

Kansas

– Every school district should develop staff competencies in writing educational objectives in behavioral terms and in evaluating such behavioral objectives.

Kansas

– There should be an on-going, formal educational needs assessment in the State of Kansas. Needs assessment studies should be accomplished in individual unified school districts in cooperation with and coordinated by the KSDE. The studies should be conducted in such a manner that the results should provide both individual district and state-wide educational needs profiles.

Kansas

APPENDIX

STATES CONTRIBUTING GOAL STATEMENTS FOR THIS REPORT

Alaska
Arizona (Tentative)
Colorado
Connecticut (Tentative)
Delaware (Tentative)
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois (Tentative)
Kansas
Kentucky (Tentative)
Maine
Maryland (Tentative)
Massachusetts
Michigan
Nebraska
Nevada
New Jersey (Tentative)
New Mexico (Tentative)
New York
Ohio (Tentative)
Oregon
Pennsylvania
Rhode Island (Tentative)
South Carolina
Tennessee
Texas (Tentative)
Utah (Tentative)
Vermont
Virginia (Tentative)
Washington
West Virginia (Tentative)
Wyoming (Tentative)

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